



ADULT *Homemaking* **PROGRAMS**

IN PENNSYLVANIA SCHOOLS

BULLETIN 326

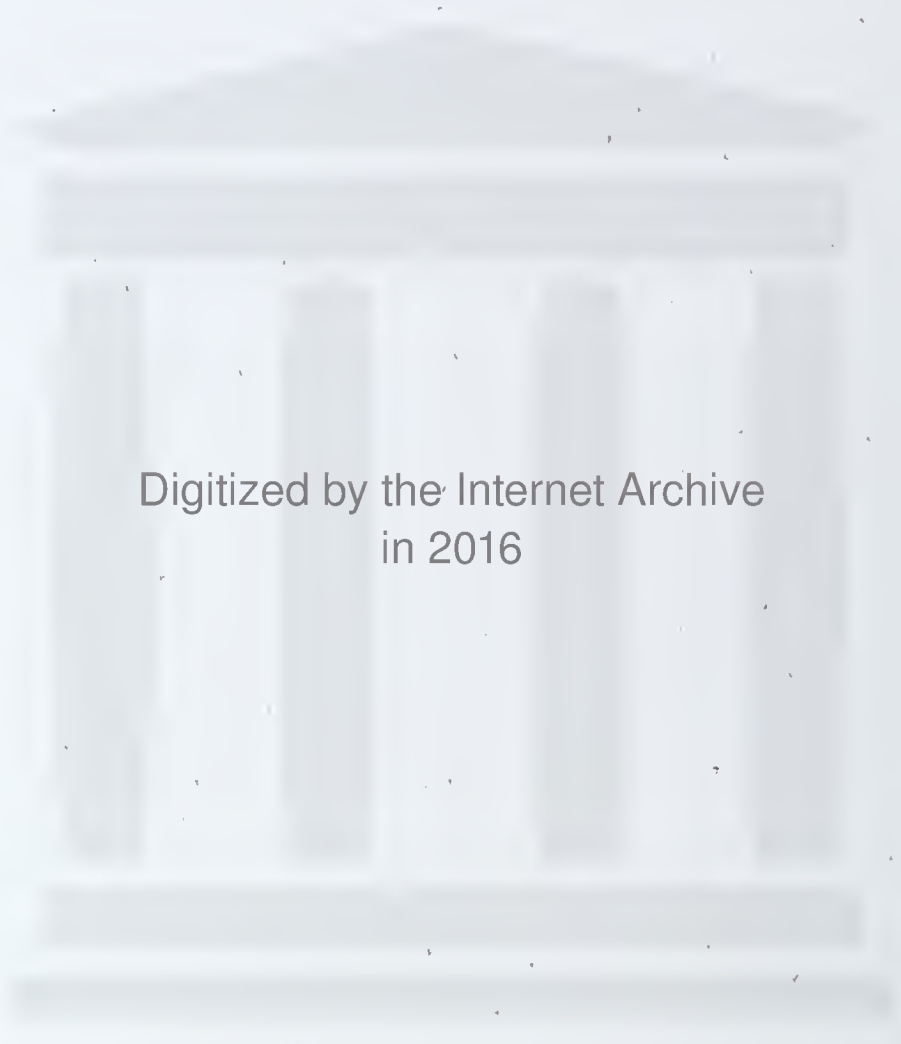
1. The Need Explained
2. How to Start a Program
3. How to Finance Programs
4. Adult Homemaking Programs in Action

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**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION**

HARRISBURG • 1953





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Adult **Homemaking** **PROGRAMS** **IN PENNSYLVANIA SCHOOLS**

BULLETIN 326



Good dresses at low cost

**Adult learns fitting
at evening school**

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
HARRISBURG • 1953

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Foreword

ADULT HOMEMAKING PROGRAMS IN PENNSYLVANIA SCHOOLS is published as a source of information and guidance for school administrators, teachers, and community leaders.

This bulletin is the result of studies made by the Committee for Homemaking Education established by the Department of Public Instruction in the spring of 1950. The State-wide committee consisted of eleven leaders in Homemaking Education, representing homemaking teachers, county advisers, city supervisors, and college teacher education staffs.

With the help of county, city, and district superintendents of schools, 78 local committees were organized representative of particular occupational and cultural groups. The names of the participating members appear on pages iv and v. Layout for this bulletin was done by R. Randolph Karch, Adviser, Trade and Industrial Education.

This bulletin has been edited by Rachel S. Turner, Editor for the Department of Public Instruction.

Francis B. Hoar

Superintendent of Public Instruction

SEPTEMBER 1953



**Men make good cooks:
Adults make sukiyaki**

Acknowledgments

State-wide Curriculum Committee for Homemaking Education



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Adventures in baking:

A housewife tries a new recipe

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**Forming a pottery dish:
Ceramics in home decoration**

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***Hints for homemaking:
Mother learns how to bathe the baby***



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1. THE ADULT *Needs* HOMEMAKING EDUCATION

FIFTY LOCAL PENNSYLVANIA COMMITTEES, comprising 446 individuals, studied the needs of adults for education in homemaking. Results show that Pennsylvania's adults need help with all types of homemaking problems. A more detailed list of adult homemaking needs classified under headings often used by home economists, is found in the Appendix on Page 46.

No single committee reported all of these needs. The items of greatest need varied considerably among the groups, reflecting the variation in local conditions over the State. The needs reported most frequently were:

1. Understanding child development and care
2. Preparation for marriage



Cutting the cloth
Means cutting clothing costs



3. Building sound family morale
4. Relation of children to elders
5. Clothing construction
6. Clothing renovation
7. Making slip covers and draperies
8. Home decoration and furnishings
9. Housekeeping
10. Buying, renting, or building a home
11. Advantageous use of time
12. Repair of home equipment
13. Money management
14. Consumer responsibilities
15. Preparing and serving meals
16. Planning family meals
17. Care of the sick in the home

Each local committee developed its own survey techniques, including personal interviews with key persons, questionnaires distributed to selected groups, discussions in various organization meetings, studies of local conditions and needs, and analyses of community surveys made by other groups.

After these needs were established, the committees considered how the adult homemaking education needs of a community can be determined, how a satisfactory organization and program can be established, and how the programs can be financed. These considerations follow.

Over 2,000 individuals were approached by the members of the committees. These individuals fell into three groups:

Educators

Administrators of school extension programs
 County home economics advisers
 Elementary school principals
 Guidance counselors
 Home and school visitors
 Home economics extension representatives
 Homemaking teachers

Other teachers
 Red Cross leaders
 School librarians
 School nurses
 Secondary school supervisors
 Special education supervisors
 Supervising teachers of homemaking
 Teachers in teacher education classes
 Visiting homemaking consultants

Representatives of other professions and occupations

Attendance officers	Janitors
Bank clerks	Judge of county court
Beauticians	Lawyers
Cleaning women	Merchants
Clerks	Mill workers
County probation officers	Ministers, priests, rabbis
Dentists	Nurses
Farmers	Physicians
Food service workers	School board members
High school boys and girls	Secretaries
Homemakers	Social workers
Hospital executives	Welders
Insurance agents	

Organization leaders

Business and Professional Women's Club	Public Assistance visitors and case workers
Churches	Red Cross
County Federal Housing Administration staff	Rotary Club
Executive directors of county tuberculosis societies	Supervisors of Farmers' Home Administration
Executive director, Marriage Council	Woman's Civic Club
Executive secretaries of Visiting Nurse Associations	Young Women's Club
	YMCA
	YWCA

2.

Organization AND PROMOTION OF ADULT PROGRAMS



*Man and wife team:
Family pieces can be rejuvenated*

Rug-making:
Flowers bloom on the fireplace rug



COOPERATION NECESSARY

SUCCESSFUL ADULT EDUCATION requires the cooperative working of many people. A leader can not develop a program without help from school administrators and lay people in the community. Furthermore, it is important that this support be obtained *before* the program is started.

Occasionally the request for education for adults in homemaking comes to the school from a number of community leaders. In this event, approval by the school board and assurance of financial support may be all that is necessary. Joint leadership is usually assumed by the principal of the school and the homemaking teacher.

More often, the need is recognized by only one person or by a small group; then it is essential that some initial effort be used in stimulating school and community leaders to recognize the need for an adult program in the various phases of family living.

Methods used to arouse that interest among community leaders will vary according to the size and organization of the community. Each community has different customs that must be recognized if the program is to be launched successfully.

Identification of the local organizations whose membership might be expected to enroll in the classes is important. It is often advisable to approach the leaders of these groups and others whose interest and approval have significance in the community. Face-to-face discussions are most helpful at this point. It may be advantageous to follow such individual conferences with a group meeting of all those who have been approached.

The type of program suggested should be appropriate for the people served by the school district. For example, attendance at meetings in the centralized school plant of a joint district may be difficult and expensive for those living at a distance. There may be sociological "blocks" among some groups in urban and metropolitan areas that keep them from attending functions at the school. These factors, varying in each school district, must be considered carefully before plans for the program are formulated.

GETTING STARTED

Programs have been launched successfully in many ways. The following procedures have proved satisfactory in a number of communities:

HOLD A COMMUNITY MEETING. After the interest and cooperation of community leaders have been gained, it may be desirable to invite them and representatives of interested lay organizations to a planning meeting. The group should be acquainted with the proposals to be made, and with the needs and interests of local people. Making the meeting a semi-social occasion helps to create a friendly atmosphere conducive to good discussion.

The agenda should include a review of the needs, how the needs may be met through a program of homemaking education for adults, a discussion of the program to be offered, methods of informing the public about it, and the part each person present can play in getting the program under way.

HAVE AN ADVISORY COMMITTEE. The formation of an advisory committee has been a successful first step in some communities. Such a group formed after one or more programs have been completed may serve in offering further guidance to the program.

The choice of members for such a committee is a matter for careful consideration, whether it be organized before classes are started or later. The problem of forming an advisory group is simplified if an adult education program is established in other subject fields. An advisory committee may be formed for the entire adult program, with a subcommittee serving the homemaking program.

It is advisable to include on an advisory committee: community leaders, representatives of groups whose members might be enrolled, the County Home Economics Extension representative, and one or more home economists of local business concerns.

The advisory committee can be of assistance in surveying the needs of adults for homemaking education, suggesting courses to be offered, and providing advance publicity. Later it can help in evaluating progress and in suggesting a long-range program.

MAKE A START WITH ONE GROUP. Occasionally a group already organized asks help with a particular problem. It may be a club group wanting a series of meetings on home furnishings or a PTA study group wishing to learn more about child development. Satisfying such needs and requests may serve as the beginning of an adult homemaking program. As the class progresses successfully and news

*Proud of their skill
A group of women display their completed work*



about it is circulated, interest outside the group may become manifest. The same subjects may be offered to the second group, or a new subject may be introduced, with the same organization forming the nucleus for a second class.

INTEREST MOTHERS OF HIGH SCHOOL GIRLS. Some schools invite mothers of homemaking pupils to an exhibit of pupils' work. If the displays include projects new to them, the parents may express a desire to learn some of these things themselves. The alert teacher can encourage that interest and explain how an adult class may be formed.

BEGIN BY OFFERING ONE CLASS. When visiting homes of pupils, a teacher may find that parents have an interest in and need for help in a particular subject matter area. The formation of such a class may become the beginning of an on-going program offering instruction in a variety of phases of homemaking. The story which follows describes how one inexperienced homemaking teacher organized such a program in her community.

Miss Jones was starting her second year teaching homemaking in the newly formed Valleyview Consolidated School. This school now serves a district comprising eleven townships and the borough of Smithville with a population of about 3,000. In her home project visits Miss Jones found that mothers asked many questions concerning family living. Some questions she could answer—and some she could not. As she became better acquainted in the community, she realized that the women were concerned about improving their family living.

Because Miss Jones was interested in their welfare, she asked herself, "How can I, in the time I have outside my regular classes, help these women to answer some of their questions?" Miss Jones had made use of every opportunity to participate in community activities from the first day she arrived in Smithville. She affiliated herself with the church of her choice, took part in the social meetings connected with it, and helped with the church suppers. She was fortunate in finding an understanding woman with whom to room and board, who saw that she was invited to join the Women's Club and was included in many community activities which she would have missed otherwise. Our Smithville teacher had experience in working with adults on two occasions during her first year of teaching when the assistant principal asked her to present a demonstration on "Your Child Eats Better if Lunch Is Colorful" at PTA meetings in elementary schools in outlying districts.

Miss Jones had a cooperative and progressive principal who helped secure the necessary school board approval for an

adult class in homemaking, and then she was ready to organize her steering committee. Miss Jones hoped to start with at least five members. The woman with whom she lived was interested; Mrs. Wyler, Chairman of the Home Committee of the Women's Club, had also seemed quite interested; Mrs. Bolton, a member of the School Board, had liked her plan; three mothers of girls she had in school seemed good possibilities; and the doctor's wife who lived next to the school had been interested in her school activities.

Miss Jones saw or talked by telephone with the potential advisory committee members, and sent them notices to meet in the homemaking room at 7:30 the next Monday night. Six of the eight arrived. It was decided that Thursday night was best for classes; that the first meeting would be held in the Home Management Center; that classes would start in three weeks; that the doctor's wife would act as chairman for the first meeting; that the other members would prepare and serve light refreshments for the group; and that the entire group would publicize the coming program at every opportunity. Miss Jones was to prepare the notices for the papers and plan a short program for the first meeting.

Nineteen women attended the first meeting. The informal program opened with group singing; then Miss Jones exhibited projects to stimulate discussion of things the women might like to make. One was a collection of up-to-date cleaning gadgets, another was a number of simple garments that could be made in five hours or less, another was two filmstrips—one on how to arrange a kitchen to save steps and another on table decoration. By the time the women had finished their tea and cookies enough suggestions had been gathered by the members of the advisory committee to plan classes for a two-year period.

At the advisory committee meeting the following Monday night, plans were made for an immediate series of six or eight lessons to start in two weeks, and tentative plans were discussed for a series of meetings later in the year. The first series of lessons was planned with the Thanksgiving and Christmas holidays in mind. Class members had requested immediate help with these holidays, so the following schedule was prepared for consideration at the next meeting:

- Nov. 3. Exhibit of Christmas gifts; securing patterns and beginning to make gifts
- Nov. 10. Making Christmas gifts
- Nov. 17. Preparing Thanksgiving dinner ahead of time
- Dec. 1. Decorating for Christmas
- Dec. 8. Christmas goodies that are good for the family
- Dec. 15. "Christmas Customs in My Family," a talk by a European on foreign Christmas customs. Social hour with carol singing.



***Her own chapeau:
Reblocking a felt hat in a clothing class***

The last week in January the advisory committee met again and invited four members of the class to meet with them to evaluate the series of classes just held and to plan for the remainder of the year. The members said they would like to have more class participation and not quite so much demonstration. They liked what they had had, and, with the advisory committee, planned a series for March on "Making Homemaking Easier."

One subject had come up often, though it had not been actually voiced: "How can I talk more easily with my daughter?" One night Miss Jones asked if they would like some discussions on mother-daughter relationships. The response from those members with teen-age daughters was favorable. Miss Jones told the advisory committee she didn't feel competent to manage these next classes, and asked for help. The doctor's wife, who had been a social worker for several years prior to her marriage, volunteered her services. Three meetings were planned under her leadership.

PUBLICIZING THE PROGRAM

An informed public is an interested public. A well-organized plan for publicity before, during, and following completion of the classes will help to maintain community interest and to interpret the program to the people of the community.

A short announcement in the newspaper that enrollment for classes will occur on a certain date is informative to those who are waiting for this kind of information, but does nothing to arouse interest. This type of announcement should be preceded by two or three newspaper articles describing effectively the type of program getting under way, and inviting the adults of the community to join the group. At this stage, publicity carried by word of mouth from advisory committee members and others participating in the planning will be helpful.

Announcements made in meetings of organizations, from church pulpits, and in church notices, reinforce other types of publicity. In some schools printed or mimeographed letters are sent to parents by means of school children.

Publicity maintained during the period the classes are in progress explains them to others and kindles interest in later programs. Pictures of class activities with short explanatory articles are more effective than the usual newspaper report.

A special event at the conclusion of a course provides a suitable climax for the group participating, and informs the public of the work accomplished. Sometimes an exhibit of work is prepared, and

class members bring personally invited guests. A program of discussions, demonstrations, and exhibits, with class members taking leadership, may be presented to the public. If the program consists of only one class in one subject, the concluding program might be planned to include exhibits and demonstrations on other phases appropriate for study by later groups. Adequate newspaper coverage in picture and story are useful at this time, too.

PLANNING WITH THE GROUP

A successful educational program for adults is developed cooperatively by the teacher and class members. Planning at all points takes place *with*, rather than *for* the group.

Prior to the first meeting, the leader draws up tentative plans to present to the class. These tentative plans are those that have been developed in conference with the community group (advisory committee) helping to launch the program. It is advisable for the leader to present to the class the suggestions made by the advisory group. Well-planned exhibits often help to explain these proposals. Throwing the meeting open at this point for suggestions from class members usually results in an expression of opinion concerning the suggestions presented and in additional recommendations.

It is considered good technique to accept each proposal without comment, and to list all the proposals on the board. After all suggestions are in, the leader asks for comments on proposals. In this way, the suggestions are considered without relation to the individuals making them. With some agreement reached on topics to be covered, the leader can work out the details of sequence and procedure before the second meeting.

Place of meeting and method of class procedure, as well as subject matter to be covered, may be discussed. It is usually advisable to meet in a school building, but some meetings may be scheduled, by class request, in homes or other places. Preferences regarding field trips, time to be spent in discussion and laboratory work, and the length of class meetings should be considered. Class work may constitute a unit in one particular phase of homemaking, or may comprise a series of diversified lessons based on a particular theme.

The group should decide the nature of the culminating class activity and the guests to be invited. If the final meeting is planned cooperatively by leader and class, it often stimulates proposals for next steps in the adult community program.

3. *Reimbursement* AND STATE REGULATIONS GOVERNING ADULT PROGRAMS

*Women and men enjoy upholstering:
Here a new color scheme for the living room is evolving*





Ceramics:
An industry and a hobby as old as time

ADULT EDUCATION PROGRAMS in homemaking are a part of the Pennsylvania school system. They are under the supervision of the superintendent of the county or district as are other programs of the public schools. In districts under the supervision of a county superintendent, the county adviser of homemaking education is usually responsible for giving assistance in organizing programs, securing teachers, planning instruction, and preparing reports. In schools under district superintendents, the supervisor of homemaking and the director of adult education are responsible for the direction of the program, the selection and training of teachers, the planning of programs, and the general supervision of the work. In community programs of a special nature it may be desirable to employ a local supervisor or coordinator.

Men and women, including out-of-school youth sixteen years of age or over, who give evidence that they can and will profit by the instruction may be enrolled in an adult homemaking program.

School districts wishing to operate adult homemaking programs financed entirely by local funds may do so without formal approval from the Department of Public Instruction.

A district wishing financial assistance from state and/or federal sources may operate the adult homemaking program as a *Vocational Extension Education Program*.

The regulations governing reimbursed adult vocational programs are described below.

Vocational Education for Out-of-School Youth and Adults

School districts are encouraged to take the initiative in offering to adults of the community the use of secondary school homemaking facilities through vocational extension homemaking classes.

Provision is made in the Pennsylvania School Laws—**Section 1922** for adults to present a petition to the school board requesting homemaking instruction. The school board receiving a valid petition from 20 persons shall establish and operate such classes when facilities are available so long as an attendance of 10 or more is maintained.



APPLICATION. Copies of the form entitled *Vocational Homemaking Programs—Evening and Part-Time, Application for Approval for State and Federal Aid and Tentative Budget*, may be obtained from the Bureau of Adult, Vocational and Practical Arts Education, Department of Public Instruction, Harrisburg. Three copies are filed for each program: one with the local school principal; one with the county or district superintendent of schools; the third copy is forwarded to the Chief of Homemaking Education. It is necessary that written approval be received before teachers are employed.

TEACHER CERTIFICATION. Each teacher and supervisor must hold a valid certificate in the Vocational Homemaking field, either a Vocational Home Economics Certificate or a Vocational Extension Certificate.

When a teacher with a Vocational Home Economics Certificate is not available, a Vocational Extension Certificate may be secured for an available person skilled in a special field of work, upon request made through the superintendent of schools.

PROGRAM ORGANIZATION. The instructional program may be carried on in a variety of ways—such as short or extended courses, consultation service, and others. When reimbursement is from vocational funds, the specific time requirement outlined in the State Plan must be met.

REIMBURSEMENT. A school district may determine the rate of pay for the teachers provided that it is not less than \$2.50 an hour. Eighty per cent of the teacher's salary (at the rate of \$2.50 an hour) may be subsidized from State and Federal vocational funds.

Funds are available for the salaries of certificated supervisors. This sum shall not exceed twenty per cent of the amount expended for teachers' salaries.

TRAVEL. Every school district and every vocational school district regardless of classification, shall be paid by the Commonwealth for every school year, on account of approved traveling expenses in the discharge of teaching and supervisory responsibilities of teachers, coordinators, supervisors and directors in vocational education, eighty per cent of the sum expended by the school district for such approved travel— **Section 2506** School Laws of Pennsylvania, 1949.



***For home efficiency and health:
Finding the best working height***

ENROLLMENT. Classes should be discontinued when the average class attendance falls below ten on six consecutive nights. It is recommended that the maximum number should not exceed twenty-five. Any exceptions to these numbers should receive approval from the Bureau of Adult, Vocational, and Practical Arts Education, Department of Public Instruction, Harrisburg.

PLACE OF MEETING. Classes are usually held in the homemaking rooms in the school building when they do not conflict with regular day-school activities. If considered advantageous for the type of work, classes may be held in homes of members in the district.

REPORTS REQUIRED. At the close of the school year three copies of report form PIVE-15 are filed. One is retained by the school, a second is held by the county or district superintendent, and the third is sent to the Bureau of Adult, Vocational, and Practical Arts Education, Department of Public Instruction, Harrisburg.

4.

ADULT
HOMEMAKING

IN *Programs
Action*

*The attic furniture moves downstairs:
Women learning to repair and recover chairs*



**The cooperative spirit:
Pupil is helped with a slip-cover problem**



THE COMMITTEE FOR HOMEMAKING EDUCATION was established by the Department of Public Instruction in 1950 to study the needs of adults for homemaking education in the communities of the Commonwealth.

Each local committee throughout Pennsylvania has reviewed programs that are considered successful in the community. The following descriptions represent many different types of adult education programs sponsored by public school districts. They range from the informal to the more highly organized, and from those held in farm communities to those held in densely populated industrial areas.

1

A STUDY GROUP

CONCERNED WITH PROBLEMS OF CHILD DEVELOPMENT

A cooperating project of the public school and the PTA

In one of the middle class sections of a northwestern Pennsylvania city, during World War II, a PTA group attempted to cope with the social problem resulting when both parents took war jobs in local industries. Soon after the opening of the war industry, in three-fourths of the homes both parents were gainfully employed. The problems thus created were quite typical of those in any of the metropolitan areas geared to meet the needs of a war-time economy.

Children were being neglected and homemaking was fast becoming of secondary interest. Recognizing the growing social problems, a number of women, through the PTA, attempted to provide some means of meeting the problem.

The group was a typical cross section of American urban life: homemakers and women from the professions, business, and industry. Their establishment of well-planned and interesting workshop-type study groups was so satisfactory that the community decided to continue them at the close of the war. As a result, a well-planned yearly program has been developed through the local schools. In 1950-51 the enrollment was 46 with an average attendance of 39. The aims of the program were to develop an understanding of the problems involved in rearing children, to create greater interest in community-school relations, to bring the school and home closer together in understanding and cooperation, and to induce individuals to participate in group activities in the school and in the community.

The organization of the group is not complicated. Six scheduled meetings are held each year, from January through June. During the fall and early winter an organization meeting is scheduled. Experience has taught that adults are usually too busy with holiday and social plans during the fall and early winter to be concerned with studies. In this particular community it was found that meetings on the first Wednesday of each month served the largest number of interested persons. Therefore the first classes met in the afternoon, but as the influence of the work was felt, men asked to join, and evening classes were begun to accommodate those who could not attend day classes.

The last meeting of the year is usually a tea. It is planned with two main objectives: first, to give guests an opportunity to meet the group; second, to collect suggestions concerning possible subject material for the following year's program. These suggestions form the nucleus from which the next course of study grows. Members of the group have given previous thought to the work and offer suggestions. The suggestions may be presented in written form or orally.

During the summer a committee studies the suggestions, with other material, and outlines a tentative plan of study. This plan is offered at the fall "planning" meeting where it is evaluated by the group. The regular monthly meetings get under way in January.

A continuous leadership training program is in operation. Four or five persons are being trained at all times. The training program has been so successful that other organizations are using it as a pattern, and this group is going into other communities to assist in strengthening their programs.

To keep the study classes lively and interesting, the material is presented in a variety of ways: films are used; pertinent points are made through the use of skits, lectures, question-and-answer periods, and study and discussion of magazine articles. This group has learned that the usual lecture and random discussion type of class will not hold the interest of the members. All methods of presentation need previous preparation and thought.

The material covered in last year's program included "How to Live with Children," "The Kind of Parents Teachers Like," "The Kind of Teachers Parents Like," and "Normal Growth and Development of Children."

Because of its democratic nature, and due to the fact that everyone helps to make up the course of study, and that all who wish participate in presenting the programs, this study group has been self-sufficient and successful.

CHILD STUDY CLASSES
OFFERED BY THE SCHOOL HOMEMAKING DEPARTMENT
IN COOPERATION WITH THE MOTHERS' CLUB

In one Pennsylvania community the Parents' Classes Committee, composed of the adult homemaking teacher and representatives from the Mothers' Club, offer two child study classes: one for parents of children in the first three grades of elementary school, and one for parents of children in the upper three grades. The adult homemaking teacher sends announcements and enrollment blanks to all parents.

The program is decided upon at the organization meeting and is duplicated for distribution. The date, place of meeting, the speaker, and topic are announced by posters in advance of each meeting.

How to buy clothes:
Checking desirable features of clothing



THE VISITING HOMEMAKING CONSULTANT

The Visiting Homemaking Consultant in a particular community of a large city works with adults in their homes. She is a trained home economist experienced in working with adults.

This particular service began when a citizens' housing committee, concerned with the serious substandard housing conditions in its community, approached the Division of School Extension for help. The Division of School Extension agreed to help, and immediately consulted with the Division of Home Economics. As a result, a well-qualified person was assigned to work with the housing committee. The program proved so successful that a second citizens' housing committee in another part of the city has been assigned a consultant.

The homemaking consultant visits and helps families designated by the housing committee as in need of assistance. The following outcomes are anticipated as a result of her visits:

1. Greater willingness on the part of the tenant and the landlord to assume joint responsibility for keeping houses in repair
2. Cleaner, safer, more livable homes
3. Improved family relationships
4. Improved family nutrition
5. Evidences of family members growing in ability to help themselves

Mothers in these homes want to know how to budget their limited incomes to cover rent, food, clothing, home repair, and savings. Their greatest need is to learn how to make their homes clean, safe, and comfortable; how to plan good, nutritious meals for the family; and how to develop better family relationships.

Since the program has been established, the following activities are taking place under the leadership of the homemaking consultant:

1. Visits to homes by the consultant
 - Consulting with individual homemakers
 - Informal discussion meetings with a group of neighbors in one of the homes
 - Sewing, making slip covers, preparing meals, canning
 - Repairing and renovating furniture, house cleaning, painting, papering, etc.
2. Homemaking workshops (where home facilities are inadequate)
 - Groups of homemakers meet in a room provided in a local school or community center carrying out projects mentioned in item 1

3. Cooperation with existing agencies concerned with family welfare:
 - Family Society
 - Visiting Nurses Association
 - Housing Association
 - Department of Public Assistance
 - Division of Housing and Sanitation
 - Legal Aid Society
 4. Cooperation with the schools in the communities concerned
 - The school principal, teacher, nurse, or counselor frequently give clues to needy families, and request help for pupils who indicate difficulties in their homes
 5. Community improvement
 - Clearing vacant lots for gardens and tot-lots
 - "Cleaner streets" projects
 - Back-yard "fix-up" projects
- The consultants work closely with the Divisions of School Extension and Home Economics. (They work a twenty-five hour week throughout the school year and their salaries are partly reimbursed through State funds for vocational education.)

Stencilling on cloth:

Mother delights in hand-made napkins and tablecloth



EDUCATION IN A RURAL COMMUNITY FOR FARM LIVING

This program was organized in a small rural community as a part of a much larger county program in Adult Education. A group of young men and women had a definite program planned which provided for both joint meetings and separate programs in Agriculture and Homemaking.

This program included twelve well-planned monthly meetings. The first meetings were held jointly. General discussions of interest to both groups, such as rural citizenship responsibilities, money management of the farm and home, or family health programs were carried on with discussions either by the group itself or with a local speaker. The social meeting which followed provided wholesome recreational activities.

Units of intensified instruction for the separate groups were continued for a series of 12 to 15 meetings or more depending on the unit being studied. These included such enterprises as dairying, poultry, farm crops in the field of agriculture; and decorating the home, family nutrition, clothing the family for the homemaking group. The units were arranged to lend themselves to the supervised farming and homemaking work of the group.

Units of general instruction included minor or contributory enterprises. These were held any time during the year, the frequency and length of the unit depending on the need for specific instruction in any of the minor enterprises.

Emergency meetings were held whenever there was an urgent need for specific instruction, for example, on the subject of control of communicable diseases. Special activities included tours, field trips, and picnics fitted into the yearly program whenever needed for better instruction and public relations. Individual instruction was given whenever individual members needed assistance.

These young people elected their own officers, planned their programs and the credit for the success of the program is largely theirs. The teachers were on hand to guide and supervise the program.

HOMEMAKING PROGRAM FOR WIVES OF ADULT STUDENTS IN AGRICULTURE

Adult courses in this rural area are offered by both the agriculture and homemaking departments of the local school. The homemaking courses offered follow a definite sequence and include such subjects as: clothing construction, clothes for the family, food preservation, food production, food preparation, nutrition, textile printing, and home beautification.

It was found that conducting courses in agriculture and homemaking on the same evening tended to increase the enrollment, since husbands and wives travel together to their meetings. In order to make this arrangement function it is essential that classes start and end promptly at a previously designated hour. The starting time is set to make it possible for farm folks to do their chores before attending.



*Restoration techniques:
An old tray becomes beautiful
and useful again*

Enrollment is usually recruited through local daily and weekly newspapers, announcements at the local Grange, and at other civic organizational meetings, rural churches and church schools, the all-day school group, individual letters mailed by the teacher to members of rural families in the area, and to former evening class members. Poster announcements are placed in banks, rural stores, and agricultural business establishments.

The first time a member is in attendance he or she is requested to fill in a permanent record card containing information helpful to the teacher. This card is kept on file and is kept up to date year after year indicating the years and courses attended. It also indicates the status of the individual in his vocation.

During the first meeting of the year the class is reorganized, and officers and an advisory committee elected. The officers are president, vice president, secretary, and treasurer. They serve for a twelve-month period. The advisory committee aids the teacher and class members. The secretary takes the attendance, records the main topics of discussion, and files them permanently.

The close of the year is usually celebrated at a meal with food served family style by the local Grange or the FHA Chapter at the high school. An outstanding speaker is provided and achievement seals and certificates are presented to each individual. Newspaper reporters and photographers are usually on hand to publish the story.



***Making sausage
To beat those high costs***

COMMUNITY FOOD PRESERVATION PROGRAM

The food preservation program has been operating for a number of years. It has served the small community and surrounding rural area well under the original instructor. Like many other cannery programs, it was organized during the war to encourage and assist in the food production and conservation program.

An interested committee of men and women acted in an advisory capacity for the local home economics teacher to organize and conduct this program. As soon as the cannery was ready for operation, a formal opening was advertised and the public was invited to see the processing of food.

The cannery is located in the center of town in a building rented by the school district. Cost of processing is kept at a minimum and covers the operating expense. Instruction on improving home food practices is a regular part of the program. The instructor's fee is paid through the vocational adult education program. The instructor in turn hires a man to assist as janitor or does the work herself.

Canning is done by appointment so that the groups will not be too large. Special days for certain types of instruction are scheduled, such as "Cherry Day," "Peach Day," and other days when there is an abundance of a special food or when deliveries are made to the town by truck.

NEIGHBORHOOD DISCUSSION GROUPS

When the nutrition classes scheduled to be held in the school cafeteria failed to attract many people, it was decided to try small group meetings in homes. Several reliable individuals living in the area agreed to use their homes for nutrition discussions. Persons attending these classes were invited by each hostess-homemaker. Enrollment in this type of class varied from eight to twenty persons. Group discussions were followed by demonstrations held in the school cafeterias.

The program was well received and the results have been satisfactory. The program has grown. Some hostess-homemakers have taken

the responsibility of getting the members of their discussion groups to the demonstrations. The meetings are neighborly and mothers discuss family eating problems more freely than when in large groups. Gradually, through this free interchange of experience, many mothers are realizing that eating problems are common to all families. Instead of hiding problems they are facing them and trying to eliminate them. Mothers who had never given much thought to feeding their families have become keenly interested. As nutrition classes have developed in the schools in each school grade, mothers have requested first-hand knowledge of nutrition and methods of preparing foods about which their children are learning.

More mothers are interested in having discussions in their homes. Many arrange to join a class long before the beginning of a new series of classes. Some requests come from least expected sources. In two instances, groups have asked for extra discussions.

The interest which began with food discussions has spread to other phases of family living. A sewing class is being held in the high school homemaking department. Fourteen women are learning garment construction and tailoring. In cooperation with a PTA group, a ceramics class is being planned. Requests have been made for family relationship discussion groups to be set up in the same way as nutrition discussion groups.

**Demonstration in helpfulness:
Adults learn techniques
of home nursing**





What we like to eat:

Homemaking teacher helps mother and child with food problems

8

AROUSING INTEREST IN ADULT EDUCATION IN A SMALL COMMUNITY

The adult education program in this small community was mediocre for several years. This is what the teacher did last year to arouse new interest in her class:

An Executive Council was formed, composed of three women chosen by the homemaking teacher. The women, active in various organizations of the community, are representative of this small community, and know what is wanted and needed as far as homemaking education is concerned. The three women met twice this year, each time before the beginning of a new section of work. At such meetings, tentative



***For better babies:
Discussing baby's care with the young mother***

plans for a work program were formulated for each of the two twelve-week sessions. The fall session, twelve lessons in length, was a General Homemaking group. Each meeting was two to three hours long. Such topics as chair caning, meat demonstrations, flower arranging, short cuts in sewing (for beginners and advanced students), and use of sewing machine attachments were suggested. At the organization meeting of the entire group new ideas were added, some of the suggested ideas were modified, and after consideration and deliberation the present program was planned.

The class did not meet during the winter months, but this spring the executive council met again. Past sessions were discussed and a new beginners' sewing class was organized. The class met for two hours, beginning at 6:30 P. M. Interests of other homemakers were considered and a general homemaking class met after the beginners' sewing class on the same evening. The hours were long, but that troubled none of them. General homemaking classes are the result of group planning, guided by the executive council and the homemaking teacher. The courses given this spring included: lamps and lampshade making; care and use of house plants; stain removal; recent sewing methods; and a sewing machine demonstration, including the use of machine attachments.

9

NUTRITION COUNSELING WITH THE PARENTS OF PRESCHOOL CHILDREN

Over a period of seven years individual counseling on nutrition with parents and children by homemaking teachers and the county adviser has been an important part of the Preschool Clinics sponsored by this county school office.

The clinics are scheduled during April and May each year to help parents and so that teachers may become better acquainted with the children who will enter school for the first time in September.

The program was started as an experiment in several schools with the thought that by studying the children's mental, social, and physical readiness, and discovering special problems early, teachers and parents would be better prepared to help make a child's first year in school a satisfactory experience. Seventy-five per cent of the districts in the county now participate in the program with clinics in twenty-two centers.

Much of the effectiveness of the project is due to the fact that the principal, elementary teachers, the school nurse, special education supervisor, the homemaking teacher, and the county home economics education adviser all work together with the participating parents.

During the clinic day the nurse checks each child for height, weight, vaccination, condition of teeth and tonsils, and general health. Elementary teachers give the Pintner-Cunningham Primary tests. The special education supervisor and teachers check the tests and talk with parents individually concerning problems in speech, social behavior, and general readiness. The homemaking teacher or county adviser talks individually with parents and children to learn the child's eating habits, discover diet and other special problems, check on general nutritional status, and to advise with parents on any special problems which are found.

The problems usually include such matters as not eating breakfast, lack of green vegetables in the diet, dislike of some foods, allergies, and poor teeth. Teachers explain the importance of eating a good breakfast, ways to interest children in eating a variety of foods, recipes for new dishes, how to make the food dollar cover basic needs, the need for establishing routine in the home for regular meals, and the importance of working with the family doctor and dentist.

The importance of a good school lunch, whether carried from home or bought at school, is emphasized and suggestions are given on what to include in packing a school lunch.

Each parent is given a copy of a bulletin *Starting to School*, prepared by a committee of nurses, teachers, the school education supervisor, and the county home economics education adviser. It explains the school organization, describes health services and other services available, solicits the interest of parents in cultivating desirable attitudes and abilities in children, stresses the importance of good nutrition, and gives suggestions and menus for packed lunches.

At the end of the day principals and others discuss their findings. All cases where special help is needed are listed for follow-up by elementary teachers, the school nurse, the special education supervisor, or the homemaking teacher in the district.

When the clinics were new, the county adviser served as nutrition consultant in all districts. As the program grew, homemaking teachers were asked to assist with the work, and then to take complete charge in the centers in their own districts. The county adviser now serves as consultant in districts not included in the high school cen-

ters, assists homemaking teachers in their districts, and helps to coordinate the program in the county.

Each year in the twenty-two centers ten homemaking teachers and the county adviser talk individually with more than six hundred parents and their children. The time spent with each mother and her child is necessarily short, but it does serve to enlist the interest of both mother and child.

In the county there is now evidence of a better understanding of nutrition on the part of parents. In most cases an effort is being made to provide better breakfasts, better lunches for children, and a greater variety of foods.

In some centers the homemaking girls assist with the work of the clinic. They report names and addresses of children, help to send out announcements, serve as receptionists, and assist teachers and nurses.

Each year as a result of this direct contact with parents and children, homemaking teachers see new implications for the homemaking programs in their districts.

Style show:

Children model clothes made by mothers



A COMMUNITY FAMILY LIFE PROGRAM

The Family Life Program of this borough includes the homemaking program for pupils of the public schools, the adult homemaking program offered by the public schools, and the homemaking programs sponsored by other groups in the community.

A co-ordinator of the Community Family Life Program is employed jointly by the schools and the local college. Partial sponsorship by the college makes it possible for college students to have experience in the program. Individual students serve as chairman of the homemaking department of the high school, work cooperatively with the local recreation program and organizations such as the Red Cross and PTA in planning programs for adults; and have charge of the adult homemaking program sponsored by the public school. The rapid growth of the program has necessitated the employment of a second home economist who serves as part-time director of the adult homemaking program.



*Satisfying the artist's impulse:
Decorating tin and wooden plates*

In 1947 when a co-ordinator of Family Life Education was employed, the adult homemaking program included two classes in clothing construction. At the 1951 fall registration for the adult homemaking program, 165 persons registered in nine different classes, representing five areas of homemaking: child study, home furnishings and equipment, foods and nutrition, clothing, and conservation of materials and equipment. Requests were made for study groups in family finance planning, and in study of the behavior characteristics of junior high school pupils. Those making the requests are interested in small neighborhood groups. It is expected that a sufficient number will be interested so that such groups may be started soon.

This development has required skillful promotion, and patience to bring about an understanding of family and community needs beyond the skills of sewing and cooking. Methods of program promotion have included numerous individual and group contacts, telephone calls, group meetings of representatives from various interested organizations in the community, newspaper articles, radio announcements, posters placed in strategic places such as prominent store windows, announcement of group meetings sent to parents by school children, a calendar of activities sent to key people, and continuous reporting to organizations of progress and growth of the program. The use of many different meeting places for groups throughout the community has also aided promotion.

The program was financed first by funds from the community recreation board. It now has its own salary budget, which is partly reimbursed through vocational funds. The salaries of the co-ordinator and chairman of the adult homemaking program are paid by the public school and the college.

Equipment and space are provided by the high school, the college, and in the homes of the community. In 1950 more than five hundred were served through the adult homemaking program.

The Family Life Program of the community includes these services in addition to the adult homemaking classes sponsored by the school:

- a. Red Cross classes in prenatal care and home nursing
- b. The recreation program in crafts and sports opening the first week in October
- c. Two church-sponsored nursery schools and parent study groups
- d. A child study group of the junior-senior high school PTA

Plans are under way to develop a permanent committee to study the needs and interests of community families and how they can be served by community organizations cooperating with the service of the community co-ordinator of family life education. It is hoped that programs emphasizing enrichment of family living will be carried out jointly by community organizations during Neighborhood Week and Family Life Week.

11

THE ADULT HOMEMAKING PROGRAM IN THE BOROUGH SCHOOL DISTRICT

The Adult Education Program of this Borough School District has received a great deal of interest and support from the people in the area. To organize the program annually, the school administration sends the following letter to approximately twenty-five representatives of industry, civic and school organizations, and other interested leaders:

Dear Mr. -----:

The ----- Borough School District is endeavoring to organize an adult education program again this year. We trust that you or a representative of your organization will be able to meet in the High School on Tuesday evening, December 20, at 7:45 o'clock, to discuss the proposed program. This year we are again contacting approximately twenty-five people and hope that we will have representatives from the various organizations in our town.

Please bear in mind that the adult education classes will be sponsored by the School District, without charge to any adults interested in participating. In the event you find it impossible to attend this meeting, we would appreciate your notifying us that you are sending someone to represent you.

Very truly yours,

Superintendent

At the subsequent meeting, a cross section of ideas results in courses that are most advantageous to the people in the community.

The courses are organized for purpose and content and an instructor with proper certification is secured.

The Borough School District is especially fortunate in having splendid cooperation from the local newspaper, which not only lists the courses to be offered, but also publishes an enrollment blank, which allows for three choices. This means that if a first choice is Elementary Clothing, and there are not sufficient machines to handle the group, the applicant is assigned the second choice, which may be Caning Chairs. If it is impossible to assign the applicant to the second choice, she will be assigned to her third choice. The minimum number of classes offered in any year is fifteen.



To save money

Mrs. Jones makes her own dresses

AN ADULT EVENING SCHOOL PROGRAM IN HOMEMAKING EDUCATION

A large and active adult evening school program is conducted by the school district of a Pennsylvania city under the direction of its Division of School Extension.

Residents of the city pay no tuition. A registration deposit of \$1 is required of all students for each class attended. This deposit is returned to those who attend 75 per cent of the sessions. A laboratory fee is charged in some classes to cover the cost of supplies.

Persons over sixteen years of age who are not in full-time attendance in a day school are eligible to participate in the adult program.

Newspapers give publicity to the program in September of each year, announcing the schools, their locations, and the dates for registration. An attractive bulletin is distributed annually by the Division of School Extension to each of the evening schools, to city libraries, to all adult education service agencies, and to radio stations. This 48-page publication describes each of the courses offered in detail and gives a complete schedule of proposed classes.

Classes begin the third week of September and extend through March with a two-week recess at Christmas.

Classes of at least 20 students meet one, two, or three evenings each week. Over a hundred courses are given in fifteen of the city's secondary schools. The program includes courses in homemaking.

A homemaking supervisor co-ordinates and supervises this phase of the adult evening school program. Classes meet in each of the evening schools and vary in their offerings depending on the demands of the community. Throughout the over-all program the following courses are offered:

Clothing for the Family	Slip Cover and Drapery Making
Dressmaking	Personal Grooming
Child Care	Home Nursing
Millinery and Accessories	Home Decoration
Needlecraft and Novelties	Food Preparation

The most popular courses are in the clothing and interior decoration fields, particularly dressmaking, millinery, slip cover, and drapery making. The women enjoy the informality of these groups and the

opportunity to meet people. They find also that they can stretch their clothing dollars when they can sew successfully for their families.

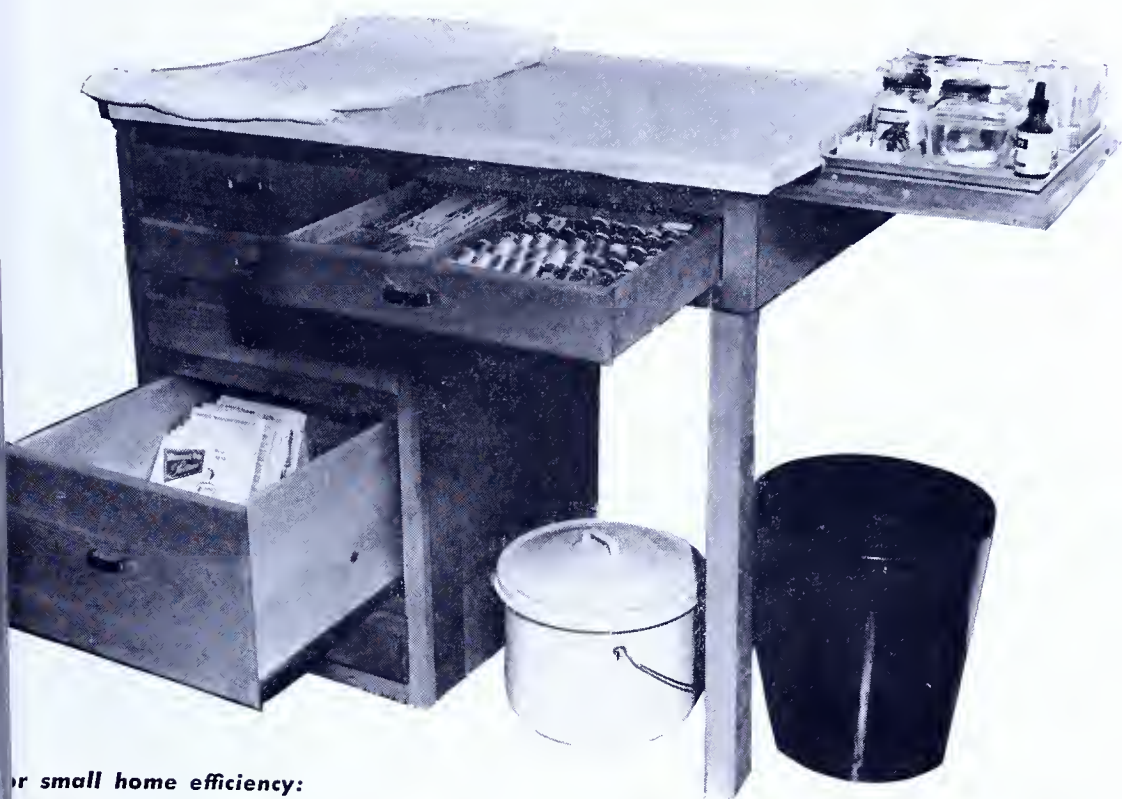
The homemaking program makes up the largest segment of the adult evening school program. During the 1951-52 school year, 7,235 adults attended classes in homemaking.

13

AN ADULT PROGRAM IN HOME ARTS

Most every man likes a workshop, and so do most women as a change from routine housework and factory jobs. With the urge to do something with their hands comes the call, "Are we going to have an adult class?"

Following the announcement of the first meeting in the local papers, about thirty out-of-school people responded, including office girls, teachers, factory women, and homemakers of varied ages and interests.



For small home efficiency:
Baby's bath and sewing center combination

The first evening the season's work was planned. The interests varied:

- _____ How can I refinish and recane a chair?
- _____ How can I preserve and decorate this old spice box?
- _____ How can I remodel this old but good tweed coat?
- _____ What can I do to improve the color and lines of this brown velvet dress?
- _____ Can I hook a rug?
- _____ I want to make and line draperies for my bedroom.
- _____ I'd like to know more about color, how to use it in my clothes and in my home.
- _____ I want to learn to paint tin and wood in the Early American manner like the pieces found in gift shops.
- _____ I want to make slip covers for my living room suite.

It was planned to make clothing, home furnishings, and home beautification the major interests of the workshop, and to include as much as possible in each evening's work. It was agreed that some special problem would be studied first each evening. Following this the class would divide into work groups.

Special problems included:

Slip covers: suitable materials, how to measure and cut, how to repair bulging cushions

Refinishing furniture

Early American painting and Pennsylvania Dutch design

Timely hints for conserving what we have, with demonstrations on cleaning and polishing furniture, and polishing silver

Color schemes when redecorating

Design in dress and home

Color in dress; how to make the most of one's coloring

Remodeling the wardrobe

Finishing touches in garment making

Mimeographed instruction sheets were prepared to accompany the lessons. Following the half hour's study from these lesson sheets, questions on individual problems were considered. Attention was called to what pupils in day school were doing with homemaking problems and clothing renovation.

Since class time could not be devoted to floral arrangements, a corner in the room was set up where an exhibit consisting of flower arrangements, woods, textiles, pottery, paper, and accessories was assembled and discussed. Members of the class brought in hand-painted antiques, skillfully done in Pennsylvania Dutch design and color; interesting old and new textiles, old tinware obtained at country sales; and articles on Pennsylvania Dutch design and painting.

After the discussion the class was divided into work groups: clothing and textile problems in the clothing classroom; refinishing furniture, caning chairs, designing and painting in the foods laboratory and workshop.

Interest was keen and a spirit of friendliness and helpfulness existed among class members. Those who had previously learned to cane frequently helped the beginners to mix paints, to sketch a design, and to use the sewing machine attachments, such as the buttonholer.

After the course was over, homemakers occasionally came into the work area during the day to paint, or to be helped with designs and ideas for decorating a kitchen, weaving, hooking rugs, and fitting garments. Others have turned their homes into workshops. One member is assisting an antique dealer to decorate irons and cane chairs sold to a New York store. Another paints for a local gift shop. Still another has caned six dining room chairs for her own home. Others continue to work with paints and to do craft work.

***Original and functional design:
Ceramics in the adult homemaking program***



APPENDIX:

List of Needs

SUBMITTED BY COMMITTEES



**To ease the housewife's chores:
Sit-down ironing with an adjustable ironing board**

1.

LIST OF NEEDS

Child Development

- Understanding the physical, mental, and emotional development of children
- Care of children
- Guidance of children
- Parental responsibilities
- Construction and selection of toys

Clothing and Household Textiles

- Care and repair of the family clothing and household linens
- Buying
- Storing
- New textiles, their care and use
- Clothing selection for the individual
- Psychological effect of clothing on family members
- Using sewing machine and attachments
- Quick methods of clothing construction
- Clothing construction and tailoring
- Clothing renovation
- Selecting appropriate accessories
- Millinery
- Costume designing
- Stain removal

Family Finance

- Money management
 - Planning for spending and saving
 - Insurance protection
 - Wise buying (consumer education)
- Family planning in relation to family values
- Owning property
- Making a will
- Use of consumers' guides
- Credit
- Consumer responsibilities
- Effect of gambling on family finances



*Ideas for kitchen efficiency:
Use the old "kitchen cabinet" for a mixing center*

Family Recreation

- Leisure-time skills
- Recreation at home for entire family
- Creative recreation at home
- Choosing entertainment
- Out-of-door recreation
- Celebrating special occasions
- Entertaining at home
- Making gifts
- Appreciation of beauty
- Appreciation of art and music

Family Relationships

- Philosophy for family living
- Inter-personal relationships within the family
- Relation of parents to teen-agers
- Teen-age courtship problems
- Choosing a mate
- Preparation for marriage
- Marriage adjustment
- Marriage responsibilities
- Holding a family together—family unity
- Family work projects for home improvement
- Adjustments of expanding and contracting family circles
- Sharing home responsibilities when both parents work
- Importance of religion in the family—religious training
- Emotional needs of older people
- Relation of family to the community—its laws, organizations, and the like
- The family as an educational center
- Psychology of growing old
- Knowledge of agencies that serve families
- Respect of children for elders
- Building sound family morals
- Honesty within the family
- Development of common interests
- Sex education for adults
- Planned parenthood
- Improvement in human relationships

Health

Care at home of the:

Physically ill of all ages

Physically handicapped

Mentally ill

Aged

Food for the sick and the aged

Prenatal care

Education for expectant mothers and fathers

Infant care

Care of new mother

Care of the baby

Developing and maintaining mental health

First aid

***Grandmother's old chair is restored:
Recapturing the old design***



Home Furnishings

- Selection of furniture
- Furniture repair, refinishing, and renovating
- Arrangement of furniture and furnishings
- Planned storage space
- Slip covers and draperies
- Crafts related to furnishings
- Color
- Inexpensive home decoration
- Flower arrangement
- Window treatments
- Cleaning and repairing rugs

Home Management and Equipment

- Evaluation of resources—material, physical, mental
- Home repair of equipment
- Selection of equipment
- Care of equipment and furnishings
- Laundering
- Cleanliness
- Kitchen improvement
- Simple plumbing and electrical repairs
- Home safety
- Housekeeping
- Management of time and energy
- Efficient use and storage of kitchen equipment

Housing

- Selecting housing to meet the needs of the family
- Adaptation of present housing to needs of the family
- Deciding to rent, buy, or build
- Remodeling of old homes
- Evaluation of low-cost housing
- Planned neighborhoods
- Help available for improving housing
- Housing codes
- Landlord-tenant relations
- Home workshop center
- Blue-print reading
- Gardening and landscaping
- Sewage disposal

Nutrition and Food

- Meal planning in relation to good nutrition, time, energy, and money
- Meal preparation and serving
- Foods for special occasions
- Planning the preserved food supply
- Food preservation
- Food fads
- Food for emergencies
- Using left-overs
- Lunch boxes
- Teaching family to like new foods
- Planning the family garden
- Nutrition facts
- Food needs of children
- Acquiring new food habits
- Selecting well-balanced meals when eating out

Social Relationships

- Getting along with people
- Good citizenship
- Etiquette
- Public speaking and parliamentary procedure

Vocational Training

- Household employe
- Waitress
- Cook
- Baby sitter
- Nursery school assistant
- Tourist home or motel operator

2.

ACKNOWLEDGMENT OF PHOTOGRAPHS SUBMITTED TO COMMITTEE

<i>County</i>	<i>School District</i>	<i>Address</i>
Berks	Spring Township	West Lawn
Bradford	Sayre Area Joint	Sayre
Bucks	Council Rock Joint	Newtown
Butler	Butler Area Joint	Butler
Centre	College Area Joint	State College
Centre	Pennsylvania State University	State College
Lancaster	Manheim Township	Neffsville
Lancaster	Warwick Union	Lititz
Lebanon	Lebanon County Schools	Lebanon
Monroe	East Stroudsburg Boro	East Stroudsburg
Philadelphia	Philadelphia City	Philadelphia
Schuylkill	Cressona Borough	Cressona
Schuylkill	Minersville Borough	Minersville
Union	Lewisburg Joint	Lewisburg
Wyoming	Tunkhannock Joint	Tunkhannock

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